



ST JOSEPH'S COLLEGE
**CAREERS EDUCATION,
INFORMATION, ADVICE AND GUIDANCE POLICY**

This policy links with:

- Provider Access Legislation Policy
- Safeguarding: Child Protection Policy

Date of Latest Review	November 2024
Next Review Date	September 2025
Policy available for Staff	School website / Teams
Policy available for Parents	School website
Careers Leader	Mrs S Gilding
Personal Development Lead	Mrs S Cumbo
Careers Link Governor	Ms G Kay
Headteacher	Mrs C Slattery

Careers Education, Information, Advice and Guidance at St Joseph's College

1. Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned, progressive programme of activities supports them in choosing pathways that suit their interests and abilities, enabling them to make well-informed and aspirational choices about their future.

2. Intention

To establish a comprehensive careers programme that puts the individual needs of each student at the forefront of its provision, ensuring that all pupils leave St. Joseph's College with the knowledge, skills and confidence to succeed in the world of work and prepared for the next stage in their education, employment, self-employment or training.

3. Statutory Requirements and Expectations

St. Joseph's College follows the guidance as set out by the Careers Guidance and Access for Education and Training Providers January 2023, and the National Curriculum programmes of study for PSHE

Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in school years 9 to 11. From September 2013 this was extended to years 8-13 and revised statutory guidance has been published to reflect this change. The school uses the GATSBY Benchmarks (and is working towards the updated Benchmarks from November 2024) as the framework for careers education.

The underlying aims of the programme are to meet the Gatsby Benchmarks:

- To support the national framework for implementing a 11-19 entitlement to Information, Advice and Guidance in England and to meet the Gatsby Benchmarks
- To provide pupils with a comprehensive and personalised programme which offers opportunities for personal development and progression
- To provide impartial advice and guidance
- To challenge stereotypes and to consider individual rights and responsibilities
- To provide current information on the labour market, on access to work, training and further and higher education
- To inform pupils of the range of qualifications available and advise on the best suited package for them
- To use agencies and other service providers to provide information and support especially to those with specific needs
- To provide access to work-based learning
- To arrange suitable and meaningful encounters with employers and other agencies

Gatsby Benchmark		Definition
1	A STABLE CAREERS PROGRAMME	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.
3	ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.
4	LINKING CURRICULUM LEARNING TO CAREERS	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.
6	EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace
8	PERSONAL GUIDANCE	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.

4. Learner Entitlement

Every student is entitled to high quality career education and guidance as part of their overall education, which supports and fulfils the career related learning outcomes for each year group. In Y7 through to Y11, careers education is embedded as part of the PSHE curriculum (see below) and in addition, Careers Ambassadors across all departments have a focus on raising awareness of careers linked to their subject area.

Alongside year group specific activities, all year groups are invited to attend Business Breakfasts which are held fortnightly and provide an opportunity to learn about a broad range of careers from the creative sector through to engineering and beyond.

As a summary overview, by the end of the academic year:

- **Students in year 7** will be able to describe themselves, their strengths and preferences. They will start to gain an understanding of the many different careers available, and recognise the skills and qualities they use in and out of school that make someone employable.
- **Students in year 8** will learn more about labour market information (LMI) and how it impacts their future career path. They will also widen their knowledge of existing careers, as well as begin to understand the importance of enterprise and teamwork skills in employability.
- **Students in year 9** will gain a deeper insight into different workplaces and industries on Industry Day, explore the different routes for post-16 options, and continue developing employability and enterprise skills.
- **Students in year 10** will go more in depth with understanding apprenticeships, experience being in workplaces including through the dedicated work experience week, and take part in the 'Best Next Steps' KS4 Careers fair to discover more information about the range of options available to them including Apprenticeships, Technical training, T levels and A levels.
- **Students in year 11** will have delved deeper into elements of employability, such as CV writing and interview skills, decided on their post-16 destination, and experience encounters with HE/FE representatives to discover more about post-18 options. Alongside a further opportunity to attend the 'Best Next Steps' KS4 Careers fair, they will also have had at least one interview with the independent careers advisor for support with their future plans.
- **Students in years 12 and 13** will continue learning more about post-18 options, including but not limited to higher level apprenticeships and degree level apprenticeships. Towards the end of year 12, there is a dedicated work experience week alongside the 'Best Next Steps' KS5 Careers fair and a week focused on identifying and preparing for their next steps beyond Sixth Form. Students are also fully supported with their UCAS applications where relevant, and will have the opportunity for another 1-2-1 interview with the independent careers advisor to help them make a well researched decision on their post-18 destinations upon leaving school.

5. Implementation

SLT Strategic Careers Lead (S Gilding)

- Has overall responsibility for Careers Education at St. Joseph's College and as such, has responsibility for the strategic development of the provision.
- Works closely with the Personal Development Lead and the Career Co-ordinator.

Personal Development Lead (S Cumbo)

- Oversees the planning and delivery of all aspects of the Careers Programme including key events such as the Business Breakfasts initiatives and year group events such as the Year 9 Industry Day and the KS4 'Best Next Steps' Careers fair, working closely with the Careers Co-ordinator.
- Implements aspects of the Careers Programme within PSHE lessons. Living in the Wider World is one of three themes of the PSHE curriculum and encompasses the knowledge, skills and attributes needed to be prepared for life and work in a modern society. Careers Education themes covered in PSHE lessons are detailed below.
- Acts as one of the first points of contact within school for matters concerning Careers Education.

Careers Co-ordinator (R Thomas)

- Supports the day-to-day management and logistics of the Careers provision. This includes:
 - supporting with the logistical arrangements for all internal and external events,
 - liaison with Careers Ambassadors in each department,

- management of the Careers resources within the library,
- coordination of the termly Careers newsletter
- Works closely with the Careers Advisor (C Shaw) to schedule the independent careers appointments.
- Liaises on a regular basis with all Heads of Year to ensure that students have the opportunity for independent careers advice at point of need.
- Acts as one of the first points of contact within school for matters concerning Careers Education.

Careers Advisor (C Shaw)

- Provides independent, informative, and impartial advice and guidance to students.
- Records encounters and action points on the online Careers tool (Unifrog).

Careers Education themes covered in PSHE lessons include:

Year 7

- **Developing skills and aspirations** -Careers, teamwork and enterprise skills, and raising aspirations
- **Financial decision making** -saving, borrowing, budgeting and making financial choices

Year 8

- **Community and careers** -Equality of opportunity in careers and life choices, and different types and patterns of work
- **Digital literacy** -Online safety, digital literacy, media reliability

Year 9

- **Setting goals** -Learning strengths, career options and goal setting as part of the GCSE options process
- **Employability skills** -Employability and online presence

Year 10

- **Work experience** -Preparation for and evaluation of work experience and readiness for work

Year 11

- **Next steps** -Application processes, and skills for further education, employment and career progression

Information, Advice and Guidance

- As noted above, all students have access to independent and impartial guidance from a Level 7 qualified Careers Advisor.
- Students also have access to information on the many pathways to their desired career, including HE, FE, Apprenticeships, T levels and Internships, so that they are able to make a well-informed decision upon leaving the school.

6. Staff Development

- All staff are expected to contribute to the career learning and development of students. This is achieved through the implementation of Gatsby Benchmark 4 (Linking Careers into the Curriculum) with careers information including LMI embedded into lessons in every department and links with careers encouraged in department events and trips.
- The development and training needs of staff are identified through discussions, and staff surveys working alongside the Careers and Enterprise Company (CEC). Training needs are met mainly as part of the partnership agreement with the CEC.
- Both the Careers Lead and Personal Development Lead have completed their Level 6 Careers Leader qualification.

7. Stakeholders and Partners

Parents / Carers

We recognise the important role that parents and carers have in their child's career development, and make all necessary arrangements to ensure that this is met, including:

- Having a careers stall at parents' evening from year 9 and upwards.
- A parent user area on CareerPilot, where they can access up to date Labour Market Information (LMI).
- Providing specific information and relevant links on the school's website.
- Providing Parental Access to the Unifrog web-based platform enabling students to find the best next step for them.
- Sending out communications to parents including notifications of careers appointments for their child, letters and a termly newsletter.
- Using the business expertise of parents / carers by inviting them to contribute to Business Breakfasts. These events have a career focus, for example, STEAM careers. The format of the events is a short presentation, followed by Q&A session.

Careers Support Agencies

- St. Joseph's College ~~has an annual agreement with the~~ works closely with the Careers and Enterprise Company (CEC), which provides the school with a Careers Consultant to support the school in carrying out its careers provision.

Employers, Community Partners and Learning Providers

- St. Joseph's is committed to working collaboratively with local employers, HE institutions, apprenticeship providers and other learning providers to create a curriculum that focuses on career pathways at multiple levels to support the needs of all pupils.
- Using these networks, we aim to support students on their employability journey and the school's expectations around respect for equality, diversity and inclusion and access to decent work.
- Collaborative networks include but are not limited to:
 - Careers & Enterprise Company
 - Keele University
 - NHS
 - NSCG Newcastle and Stafford College Group
 - RAF/Armed Forces/Navy
 - Reaseheath College
 - Staffordshire University
 - Stoke-on-Trent Sixth Form College
 - Stoke-on-Trent College

8. Monitoring and Development

- This policy will be reviewed annually.
- A three-year strategic careers plan is in place to support development of the careers offering.
- All careers interactions are followed up with a survey to both the participants and providers with the feedback used to determine required changes to the plan.
- This approach is monitored by all Careers staff (SG, SC and RT) and the link governor.

9. Annexes

This policy should be read in conjunction with the following documents and links:

- Strategic Careers Plan
- Recent Compass+ evaluations
- St Joseph's College Careers Programme